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[The 10th of the series of "Letters from a Teacher," is unavoidably deferred until the next No. of the Journal.]

[For the Common School Journal.]

## NOTICES OF ENGLISH GRAMMARS.

No. III.

(v.)

GREENWOOD.

Towards the middle of the last century, Mr. Greenwood, sur-master of St. Paul's School, published a Royal Grammar of the English Tongue, dedicated to the Princess of Wales, which was used extensively in the schools, and passed through seven editions in the space of about fifteen years. I have not yet succeeded in obtaining a copy of this work for examination. Horne Tooke would not admit that the author understood the English language.

(vi.)

JAMES HARRIS. London; 1751.

Harris's *Hermes* is a treatise on universal grammar; but it enters into a general investigation of principles which apply to our language in common with others, and deserves to be noticed in this connection. The author was an acute and learned philologist, and his *Hermes* displays much ingenuity and an extensive acquaintance with the philosophy of language.

He reduces all words to four classes, after the example of Aristotle and the elder Stoics. These are, nouns, verbs, articles, and conjunctions; which, "the better to express their respective natures," he chooses to call Substantives, Attributives, Definitives, and Connectives. Nouns are divided into *natural*, as, man, oak; *artificial*, as, ship, watch; and *abstract*, as, whiteness, virtue;—and again into *general*, as, animal, edifice, motion; *special*, as, man, castle, flight; and *particular*, as, Alexander, Warwick, this flight or that flight.

Pronouns are called substantives of the secondary order; and under the class of attributives are included verbs, participles, and adjectives, together with adverbs, which are denominated attributives of the second order.

The author's "Theory of Tenses" is not without interest to the grammarian. "The Tenses are used to mark Present, Past, and Future Time, either *indefinitely*, without reference to any Beginning, Middle, or End; or else *definitely*, in reference to such distinctions. \* \* \* And thus it is, that the Tenses in their natural number appear to be twelve; three to denote *Time absolute*, and nine to denote it under its respective distinctions.

Aorist of the Present.	I write.*
Aorist of the Past.	I wrote.
Aorist of the Future.	I shall write.
Inceptive Present.	I am going to write.
Middle or extended Present.	I am writing.
Completive Present.	I have written.
Inceptive Past.	I was beginning to write.
Middle or extended Past.	I was writing.
Completive Past.	I had done writing.
Inceptive Future.	I shall be beginning to write.
Middle or extended Future.	I shall be writing.
Completive Future.	I shall have done writing."

His division of modes is quite too complicated to be presented here.

The following remark relates to the comparison of adjectives. "The Doctrine of Grammarians about *three* such Degrees, which they call the Positive, the Comparative, and the Superlative, must needs be absurd; both because in their Positive there is no comparison at all, and because their *Superlative* is a *Comparative*, as much as their *Comparative* itself."

The conjunction is defined "A Part of Speech, void of signification itself, but so formed as to help signification, by making *two* or more significant sentences to be *one* significant sentence." The author contends that conjunctions connect, not words, but sentences; and introduces quotations in support of this position from Scaliger, Sanctius, and Aristotle. His classification of conjunctions is about as speculative as that already quoted from Ben Jonson. They are first divided into *conjunctive*, which conjoin both sentences and their meaning; and *disjunctive*, which disjoin the sense, but conjoin sentences. *Conjunctive* conjunctions are divided into *copulative* and *continuative*; *continuative* into *conditional* and *positive*; and *positive* into *casual* and *collective*. *Disjunctive* conjunctions are divided into *simple* and *adversative*; and *adversative* into *absolute* and *comparative*, and also into *adequate* and *inadequate*.

The *Hermes* of Harris has established a permanent reputation, and is still found in most of our public libraries. Without attempting to exhibit a full analysis of the work, I have presented a few of its more striking peculiarities, which may give some idea of the author's mode of treating the subject.

(vii.)

GOUGH. Dublin; 1750.

This Grammar was first compiled about the year 1750, by James Gough; and "revised, digested, and enlarged, with sundry Rules, by John Gough." The only edition in my possession is the second, dated 1760. The authors were practical teachers, and prefixed to their work a short essay "On the Study of the English Language, and a regular Method of Education purely English." They propose that children should be put to the study of English grammar before they have given any attention to arithmetic or geography; as soon, in deed, as they can "read pretty correctly and intelligibly, and spell common words pretty exactly."

\* The Greek and Latin parallels are omitted.

They profess to give "a Summary of the most important Rules observed by good Writers, and not a critical Grammar of the Language."

The subject is divided into five parts; Orthography, Analogy, Etymology, Syntax, and Prosody. Etymology is here confined to the derivation of words. Orthography extends through fifty pages, and answers the double purpose of a spelling book and a pronouncing dictionary. A few examples selected from this part of the work will give some idea of the changes which have taken place in the pronunciation of many of our words during the last eighty years.

<i>Written.</i>	<i>Pronounced.</i>	<i>Written.</i>	<i>Pronounced.</i>
Alloy	Allay.	Coroner	Crowner.
Apricot	Apricock.	Courtesie	Curchee.
Alchymy	Occomy.	Chocolate	Jockolet.
Apothecary	Potticary.	Chorister	Querister.
Atchievement	Hatchment.	Flannel	Flannin.
Bayonet	Bagonet.	Nephew	Nevy.
Chaise	Shay.	Northward	Norrod.

This Grammar is a production of little merit, and much of it is borrowed from earlier writers. The following extract illustrates the author's mechanical mode of parsing:—"We find in the Holy Scriptures express proofs of the Immortality of the Soul."

*We*; A personal Name, first Person plural, the Antecedent Case, because it comes before the Verb *find*.

*Find*; A Verb, because it can take *I* before it,—Active, because it will admit *it* after it.

*In*; A Preposition.

*The*; A Particle put before the Name, or, (as here,) before the Adjective joined to the Name.

*Holy*; An Adjective, because it will take *Man* or *Thing* after it in good sense."

(VIII.)

A. FISHER. London; 1753.

Fisher's Grammar, a duodecimo volume of about two hundred pages, enjoyed considerable reputation for more than half a century. After having passed through nearly thirty editions, it was revised in 1792, by the Rev. J. Wilson; and afterwards "Enlarged and Improved by a Near Relative of A. Fisher."

The first forty pages are devoted to *Orthography or True Spelling*. *Prosody* follows next in order; but, as here treated, applies only to the pronunciation of syllables according to their proper accent and quantity. Most of the space allotted to this branch of the subject is filled with columns of words, after the manner of a common spelling book.

The author makes but four parts of speech, which are, Names, Qualities, Verbs, and Particles. Pronouns are classed with nouns, and called Relative names.

English nouns, according to Fisher, have no cases, except the genitive; but this is, after all, little more than a dispute about names. Many of the early writers on English grammar deny that our nouns have any distinction of case, because they have no modifications corresponding with those to which this term is applied in Latin; and yet

they acknowledge that nouns perform the *office* of words in the nominative and the accusative or objective case, and speak of the *leading* and the *following state* of pronouns.

Fisher divides verbs into active, passive, imperative and infinitive. Mood he discards entirely, and he has but three tenses. The class of words which he calls particles, includes adverbs, conjunctions, prepositions, and interjections. Syntax is comprised in twelve general rules, with some additional remarks.

(IX.)

## BRITISH GRAMMAR. 1762.

This Grammar, though not without important defects, is in many respects superior to any that preceded it. The arrangement is good, and the style practical, and adapted to the capacity of ordinary learners.

The author makes eight parts of speech, which he says are the same in all languages. In this classification he ranks the article and the adjective as subdivisions of the noun. He does not admit that we have any cases in English except the genitive; and the nominative and objective forms of the pronoun he calls the foregoing and the following state.

He gives to our verbs four moods and five tenses, which are illustrated by several paradigms. These are essentially the same as the conjugations of Murray, except that he rejects the potential mood and the second future tense, and introduces a future tense in the infinitive. This future infinitive is expressed by a combination of several words, as, *to be about to do*.

Conjunctions are divided into copulative, disjunctive, concessive, adversative, casual, illative, final, conditional, exceptive, diminutive, suspensive or dubitative, expletive, ordinative, and declarative.

In the examples of false syntax accompanying the "Rules for English Concord," the words to be corrected are "put in the *Italic* character for the sake of Grown Persons;" but the author says in his preface that "Youth at school need not be informed of this."

The British Grammar was well received in England, and republished in the United States.

W. H. W.

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If it be true that a republican government is based on knowledge and virtue,—if the power to give a vote presupposes the intelligence and the integrity which will prompt each individual to vote for the best measures,—then something must be wrong in that community where more effort is made to bring voters to the polls, than to bring children into the schools.

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The visitors of many of our schools, who breathe the impure air of the schoolroom for half an hour, go away with the headache. If they had hearts for the sufferings of teacher and children, they would go away with the heartache, also.

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"I have been the tutor of princes," said the friend of Silvio Pellico; "I am now ambitious to rise to the elevation of a schoolmaster to the poor."



[For the Common School Journal.]

## A HINT TO TEACHERS.

As most, if not all of our Summer Schools are yet in progress, I would suggest to those who sustain the relation of teachers, the importance of looking well to the moral culture of the young minds which may be committed to their charge. My own experience informs me that this part of education *has* been almost wholly neglected by our teachers. Many of our *best* instructors of youth, in other respects, have been grossly deficient here. They have supposed, if they kept their pupils under proper discipline during the hours allotted to study, and listened, from day to day, to the recitations in grammar, geography, and arithmetic, and other branches which may have been pursued in their respective schools, that they discharged *all* the duties of a teacher. But, believe me, such a one has not *half* performed his duty; he is not half a teacher. He who disregards the moral improvement of his scholars, neglects the most essential part of an education; yea, he neglects that which alone can insure the welfare and prosperity of a *community* or a nation. Although knowledge be spread throughout the earth,—although it be sent to all races, and classes of men, till the rudest savage and the meanest slave shall bask in the rays of education universally diffused;—yet, without some efficient moral principle, there can be no national defence; the universe would only be a Pandemonium. Without *this*, increased knowledge would only enable its possessor to make more fearful strides in vice, and the tyrant more closely to rivet the chains which are of his own formation.

The moral culture, then, of the young, should ever be an object of our greatest concern. Especially should it be attended to by the teachers of our District Schools; since it is in these that most children obtain their education, and form those habits which will continue to influence their conduct in manhood and advanced life; and, also, because a most favorable opportunity is here afforded to the *teacher*, for imparting moral instructions. Not a *day* passes without presenting such an opportunity. Children, it is well known, are careful observers of the actions of others. If, then, a becoming familiarity is encouraged by the teacher between herself and her pupils, which should ever be the case, she will find that favorable impressions are made by her timely and judicious inculcations. If the child has received good impressions, she should endeavor to strengthen them; if bad, to remove them. The teacher should ever encourage a habit of observation; but, while she does this, she should be sure to guard her pupils against a desire of observing the actions of those with whom they associate for the sake of finding fault. Let them know that it is their duty to observe the conduct of others, only that they may copy their virtues, and avoid and reform their vices. Whenever they pass a judgment upon the actions of another, encourage them always to ascribe it to the most favorable motive, if there is room for doubt. Excite in their minds a desire to *excuse*, rather than accuse; and thus will they avoid the fault of Job's slanderer, and find helps to duty by watching the actions of their associates.

The teacher can also make many valuable impressions upon the youthful mind while attending to recitations in history, since this is a

mirror, in which man is exhibited in his true proportions, as he has been in different ages and situations in life. Let the teacher, then, accustom herself, while her pupils are pursuing the study of history, to ask such questions as the following:—What do you think of the character of this or that individual? What is your opinion as to such and such actions? Why do you dislike the one, and approve the other? Why do you rejoice in the success of one individual, and the failure of another?—Such a series of questions, I am sure, will always be followed by good results. As there are few teachers who feel free to converse with their scholars upon moral subjects, I would therefore advise them to encourage the study of history, that they may more successfully infix moral principles in the minds of those who are committed to their charge.

A consideration, which should of itself be sufficient to induce the teacher to attend to this part of a child's education, is the permanency of those impressions which are received in the morn of life. We have long since learned, that the lines graven on the soft heart of youth are *never* wholly obscured, although crossed and traversed by many others in after years. With what enthusiasm do the aged review their first impressions! What emotions will some slight incident awaken in their minds! How do they delight to recall the scenes of by-gone days! The *same* is the case with our own impressions. Those which were early made still retain their position. With what pleasure do we recount our youthful scenes, our childish sports! What pleasing emotions, even at the *present* day, are excited, as we call to mind the old oaken bucket, the shady grove, the hills and valleys over which our youthful feet were wont to roam, and the gentle rivulet beside whose banks we have so often wandered! These scenes are even *now* fresh in our memories. Time cannot remove them; cares cannot obliterate them. How true it is, then, that early impressions are lasting; and how important, therefore, it is that proper principles should be infix in the minds of persons while *young*, by *school teachers*, since no one has so favorable an opportunity for doing this as themselves!

A SUBSCRIBER.

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Studies may be too easy as well as too difficult. If we would increase the intellectual strength of a child, we should daily give him something more difficult to do;—something which bears the same proportion to his increased strength, that the previous task did to his previous strength. It is as in a system of gymnastics, where he is put to lifting some heavier weight, each succeeding day. But some teachers, and some book-makers, prepare an inclined plane for their pupils, or readers, to slide down upon, and then mistake their velocity for power.

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“There is none so bad as to do the twentieth part of the evil he might, nor any so good as to do the tenth part of the good it is in his power to do. Judge of yourself by the good you might do and neglect, and of others by the evil they might do and omit, and your judgment will be poised between too much indulgence for yourself, and too much severity on others.”

## ON THE SOUND OF THE LETTER R.

*To the Editor of the Common School Journal.*

DEAR SIR: A friend lately directed my attention to an article in the Common School Journal for December 1, 1840, and wished to know whether it gave a correct representation of the statement, in my Lessons in Enunciation, on the mode of articulating the letter *r*. On referring to the article in the Journal, I was rather surprised to find that the writer had quite misunderstood me, and had represented me as inculcating a style of enunciation against which I thought I had sufficiently guarded, and to which I have always, as a teacher, made decided objections.

I was not less surprised to find that the writer had neglected to inform himself on the facts of the case in question, both as regards authority and correct usage. You will permit me, under these circumstances, to say a few words in explanation.

Had your correspondent taken the first step, which ought to have been taken, previous to the discussion of the subject, he would have referred to acknowledged authorities in orthoëpy, among whom Walker is deservedly recognized as,—after all due allowance for the difficulty of precise phraseology on such topics, and for the gradual but incessant shifting of the current of custom in spoken language,—the most eminent. Permit me to say, in passing, that it is to the judicious requisition of the Boston School Committee, demanding an adherence to Walker's standard of pronunciation, that the schools of that city are indebted for their comparative rank, as regards correctness and propriety in the style of reading.

Had your correspondent turned to Mr. Walker's remarks on the letter *r*, he would have found a clear and full statement of the case,—the reasons for the practice enjoined in the Lessons in Enunciation. I copy verbatim from Walker:—

"There is a distinction in the sound of this letter, scarcely ever noticed by any of our writers on the subject, which is, in my opinion, of no small importance; and that is, the rough and smooth *r*. Ben Jonson, in his Grammar, says it is sounded firm in the beginning of words, and more liquid in the middle and ends, as in *rarer*, *riper*. The rough *r* is formed by jarring the tip of the tongue against the roof of the mouth near the fore teeth; the smooth *r* is a vibration of the lower part of the tongue, near the root, against the inward region of the palate, near the entrance of the throat. This latter *r* is that which marks the pronunciation of England, and the former that of Ireland. In England, and particularly in London, the *r* in *lard*, *bard*, *card*, *regard*, &c., is pronounced so much in the throat as to be little more than the middle or Italian *a*, lengthened into *laad*, *baad*, *caad*, *regaad*; while in Ireland the *r* in these words is pronounced with so strong a jar of the tongue against the fore part of the palate, and accompanied with such an aspiration or strong breathing at the beginning of the letter, as to produce the harshness we call the Irish accent. But if this letter is too forcibly pronounced in Ireland, it is often too feebly sounded in England, and particularly in London, where it is sometimes entirely sunk; and it may, perhaps, be worthy of observation, that, provided we avoid a too forcible pronunciation of the *r* when it ends a word, or is followed by a consonant in the same syllable, we may give as much force as we please to this letter at the beginning of a word, without producing any harshness to the ear. Thus, *Rome*, *river*, *rage*, may have the *r* as forcible as in Ireland; but *bar*, *bard*, *card*, *hard*, &c., must have it nearly as soft as in London."



The distinction, so clearly drawn in the preceding extract, was intended, in the Lessons in Enunciation, by the designations of "hard" and "soft" *r*,—the former described as being "articulated by a forcible trill of the tongue against the upper gum, and forming a harsh sound;" the latter, as "much softer," formed by "the tongue bending inward in the mouth," "the vibration very slight." Care was taken, on purpose, to avoid designating the hard *r* as a "rolling" sound, which makes it an element of the Irish dialect strictly,—a fault which some readers incur by overshooting the mark, when endeavoring to secure distinctness. The word *trill* was used for want of a better, by which to guard learners against the vulgar error of England and America, but especially the latter, of omitting or slighting the initial *r*, and the *r* following a consonant, as in *ray*, *dray*. At the same time, care was taken to warn the learner against the faulty "protrusion of the hard sound after a consonant; thus, *derread*, for *dread*."

Your correspondent denies Walker's distinction in the sound of the letter *r*. Teachers, generally, will feel safest in following the higher authority. It may not be inappropriate to quote here a few words from Walker's preface to the fourth edition of his Dictionary:—"To a man born, as I was, within a few miles of the capital, living in the capital almost my whole life, and exercising myself there in public speaking for many years; to such a person, if to any one, the true pronunciation of the language must be very familiar."

By referring to the words which are quoted above from the Lessons in Enunciation, your correspondent will see that, from inadvertency, he has represented that book as inculcating the error which it expressly reprobates. The use of the word *trill*, to designate the hard sound of *r*, was probably one cause of misapprehension. Our language is extremely deficient in precise terms for such subjects. Walker uses the word *jar*, Dr. Barber the word *slap*,—both terms indicating a forcible sound, but surely not meant to be literally understood. In the Lessons, the hard *r* was designated as articulated by a *trill* of the tongue, to distinguish it from the vibration of the *soft r*. The term was intended to be understood as *comparative* merely.

Your correspondent seems, from his statements, to labor under a mistake arising from the want of a discriminating ear, when he says that "Everett, Webster, and Channing," do not recognize in their pronunciation the distinctive sound of the hard *r*. All three of these speakers are remarkable for the distinctness and force of this element, so different from the prevalent slack style current in the local usage of New England.

But the writer of the article in the Journal, not being aware of the fact of the two sounds of *r* being executed by different organic movements,—the one exerting the tip, and the other the whole surface of the tongue,—would not, probably, be apt to appreciate the discrimination, even when observed by the speaker to whom he was listening.

Your correspondent expresses, in his communication, a desire to have the pronunciation of our schools uniform. This result is much to be desired. But the principal means of attaining it is, uniformity on the part of teachers, which depends on a readiness to renounce local peculiarities of usage, and acquiesce in general rules. According to our present constitution of society and of schools, the customary



pronunciation of words varies in passing from one to another. The practice of the neighborhood, or of the region in which a reader happens to reside, decides the pronunciation of numerous classes of words. In New England we have one style, in the Middle States another, at the south a third. Hence the value of a universal standard like that of Walker, to which all may conform, by sacrificing their local differences.

The letter *r* is an instance exactly in point. In the Middle States, —more especially in Pennsylvania and New Jersey,—the proper discrimination in the sounds of *r* is commonly recognized, and the soft *r* seldom omitted. In New England, on the contrary, and in the Southern States, the hard *r* is slighted, and the soft *r* uniformly omitted, in the customary style of conversation and of reading; as in “*fa’m*,” for *farm*; “*wawf*,” for *wharf*. To correct this slovenly style of pronunciation, it becomes indispensable that the teacher be accurate and discriminating in his own habits, both of voice and ear. If *he* slightes distinctions, his pupils assuredly will.

Correct pronunciation, as a branch of correct reading, is an attainment of great value. It can be acquired only by strict attention to the early formation of habit. It depends, more than any other acquirement, on the fidelity and vigilance of teachers. You will excuse, therefore, this lengthened discussion on a single point.

Yours, with much respect,

WILLIAM RUSSELL.

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#### EXAMINATION OF CANDIDATES FOR ADMISSION TO A SCHOOL OF SUPERIOR GRADE.

In the Twenty-third Annual Report of the Controllers of the Public Schools in Philadelphia, we find the following account of the mode adopted for the examination of candidates for admission to the High School. It may furnish a useful hint to some of our cities and large towns, where scholars are subjected to an examination before they can be advanced from one school to another.

“Strict impartiality must be the result of the plan formerly adopted, and continued at this examination, of examining by numbers, and without inquiring the name of the pupil, or the school whence he comes, until a decision has been made as to his admission. A decided improvement upon the former mode of examination was made on the last occasion, namely, to place written questions before each candidate, upon the several branches of examination, and to require written replies. Full time is thus afforded to answer the questions; much embarrassment is spared to the candidate, and the written record of his examinations remains for consultation, whenever it is desirable. The examination of any number of applicants being made in this way, in nearly the same time which one would occupy, and the time which it is necessary to give to the oral examination being diminished in consequence of the thorough test of the written examination, the whole time required for the examination for admission was much diminished. Care was taken of all the details necessary to render this method effectual.”

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“*Can’t!* Our tutor says we should always leave the last letter out of *can’t*.”

## FEMALE EDUCATION.

[From the Saturday News.]

A short time since, we published a lengthy extract from a late speech by the Hon. John Law, on this important subject. That is a strong document, and, as far as an attentive reading is given it, its influence must be felt. Our object is to excite public attention, interest, and action, in this important work, and therefore we again bring it before the minds of our readers.

All know the influence of the mother; it has become a theme of common observation; the pen of the ready writer, and the tongue of the eloquent orator, have often painted it in glowing colors. It has been presented to the public so frequently, and in so many forms, that, to great numbers, it has become dull, trite, and uninteresting. But one might ask, Are there not certain political questions, which have been presented to public attention much more frequently, and by many more pens, than has this great, fundamental consideration in a free government,—maternal influence? O yes; but here is the difference. The one is destitute of the spoils and honors of office; it attracts not the gaze of the multitude; it excites not the breath of empty applause; it opens not the door for the gratification of unprincipled and hollow-hearted ambition. It combines too much simplicity and axiomatical truth; it is too deeply interwoven with the good of the country, and it is too little subservient to the interested views of ambitious aspirants and their docile subalterns, to gain their consideration, and just and merited action.

If we would preserve our republican institutions from decay; if we would transmit the liberties of freemen, and, to all appearance, the world's last political hope, to a posterity capable of guarding the sacred trust,—it is a truth, about which there is no debate, that we must have mothers of the right stamp. It is the mother who forms the character; it is she that bends the twig. It is the mother that instils her own principles into the opening and confiding mind; it is she that stamps the lasting impress, upon the tender and warm feelings, which forms the basis of the subsequent character of the man and of the citizen. In vain may we enact wholesome laws; in vain may we establish a wise and republican system for the management of our national finances; in vain may we present to the world the show of a just and equitable republican government, wisely balanced and adjusted in all its parts,—if the worm of maternal ignorance and neglect should prey at the root. On what ground do the great pillars of our liberty stand? Is it not the instructions of the family circle,—the impressions received in the nursery? Let the mother be addicted to fashion, vain show, idle visiting, and gay frivolity, to the neglect of the solid duties which devolve upon her, in relation to her family and her children, and they will grow up like the wild and poisonous weeds of the uncultivated field, rarely qualified for the enlightened and faithful discharge of their duties to the country.

How many matrons in our country, of the present age, are building up the republic? How many think of the important bearings of their duty, and the inseparable connection between its enlightened discharge and the perpetuation of our free institutions? Does not the

current of public sentiment and feeling, for the most part, amid the din and noise of fierce political struggles, seem adverse to any step towards improvement in this matter? Is there not a very general disposition to rush heedlessly along in the effort to follow the popular current, for the sake of the interest and applause of the hour, and to throw into the shade those first principles and fundamental axioms, on which all that pertains to the welfare of society, and the hopes of the republic, depends?

Those influences which are silent, subtle, and unseen, are the most powerful. The dews of heaven fall in silence and unperceived, during the still hours of night; but they refresh and gladden the whole face of nature. The attraction of gravitation is a mighty power, which binds the universe together; but it is unostentatious and unseen. So is maternal influence; it is exerted amid the sacred and sequestered scenes of the family circle, but with a power which nothing can stay, and with an effect which nothing can destroy.

The philosopher, who, in some secluded haunt of a crowded city, works out those great truths, which give birth to revolutions and republics, is lost amid the glare and blaze of the *practical* statesman, who builds upon his foundation, and carries out his principles. Even the prudent and eloquent statesman, who furnishes the sinew and strength of war, is often forgotten amid the dazzling blaze of military glory which encircles the brow of the conqueror. So, while the mother is not seen, and her fair fame may be utterly obscured by the brilliancy of her son's deeds, still it is her influence and instructions that constitute the fountain to which they owe their origin.

It is most gratifying to observe the efforts of government to promote public schools, accessible to all classes in society. But certainly much more has been done, in these things, for the *rougher* than for the *gentler* sex. Should there be a statesman desirous of the adoption of measures most conducive to his country's weal, we would, with all deference and humility, suggest governmental interest and aid in behalf of *female education*.

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#### FOURTH ANNUAL REPORT OF THE BOARD OF EDUCATION.

The Board of Education of this Commonwealth, in discharge of the duty required of them by law, submit this their Annual Report.

The great interests of Education towards which their attention is directed, are not of such a nature as to admit, except under extraordinary circumstances, of marked and sudden changes. The lapse of a single year hardly allows us to expect such a progress as can be distinctly demonstrated in the general condition of the education of our youth, without examination of the particulars of that condition; and it is a just cause of congratulation if, upon such examination, we may be sure that we are making progress, for the immensity of the results aimed at, will amply justify long-continued and patient effort, cheered with the prospect of ultimate success. The Board have the satisfaction of reporting that they cannot doubt that the cause of education has materially advanced during the past year.

The intention of the Legislature to provide for the special education of candidates for the profession of teaching, has been, to a considerable

extent, carried into effect. There are now three Normal Schools in operation, under the auspices of the Commonwealth, one located at Lexington, another at Barre, and the third at Bridgewater; the first, under the care of Cyrus Peirce, Esq.; the second, under that of Rev. Samuel P. Newman, and the last, of Colonel Nicholas Tillinghast. In the utility and success of Normal Schools, all who have been acquainted with the course of these institutions, feel an increased confidence.

In these schools, the mode of instruction is skilfully adapted to discipline the faculties of the pupils, to communicate information, and teach them how best to perform the same offices for others. Females only are admitted at Lexington, and none for a term less than one year. Both sexes are taught at Bridgewater and Barre, and received for shorter periods. On this account, there are fewer pupils at the Normal School at Lexington, which commenced on the 3d day of July, 1839. The number of pupils was at first but small, but it has been constantly, though very gradually, increasing. August 11, 1840, the first Academic year closed with twenty-five pupils. The term which has just ended, was closed on the 22d of December last, with thirty four pupils. And the number for the present term, which commenced on the 6th of January instant, will not probably vary materially from the last, though it is somewhat larger, and will probably be further increased. This school has been in operation about eighteen months. The interest and devotion to the purpose for which the institution was established, have been very gratifying during the whole period, and at no time more so than at present. The progress of the pupils generally in those branches of knowledge required to be taught in our schools, has been in the highest degree flattering, and the clearness and exactness of their information will be of great advantage to them in their professional duties hereafter. In the principles and practice of the art of teaching, also, they have made quite as rapid proficiency, as any judicious friend of the system could have anticipated. The model, or experimental school connected with this institution, sustains a high reputation among the people of the vicinity, and has proved to be of essential service in familiarizing the intended teachers with the practical working of the lessons of the Normal School.

Several pupils of this institution have been employed as teachers, since completing their studies there. Their success has been for the most part remarkable, and acknowledged to be such by all who have had opportunities of observing their schools.

The experiment of a special education for the business of teaching, if that can be called an experiment which has been approved by an extensive experience of more than half a century, is satisfactory, so far as its results can yet be judged of, at Lexington; and this school being the oldest of the three established in the Commonwealth, its history is on that account the more important, and has deserved a more particular examination.

The Normal School at Barre commenced in September, 1839, and has continued for four terms. The average number of pupils during the whole period, has been a little more than forty. During the last term there were forty-seven; twenty-six males, and twenty-one females. Of the whole number who have attended thus far, about half have attended for a single term only; most of the remainder have continued for two terms.



The scholars who have left this school, have sustained a high reputation in their profession as teachers. They appear to be decidedly better qualified for their task, both by their thorough acquaintance with the elementary branches of learning, and their familiarity with the principles and practice of the art of teaching, than the majority of those generally employed in the care of schools. Several of them have been eminently successful, and, on the whole, the experiment at Barre has thus far, to say the least, fully met the reasonable expectations of its friends.

The Normal School at Bridgewater commenced on the 10th of September, 1840, and has just entered on its second term. The school opened with twenty-eight pupils, of whom twenty-one were females. At the present term, there are thirty-five scholars, of whom twenty-six are females. The condition of this school is excellent, and there is no reason to doubt that it will be equally efficient with the others in the preparation of teachers to improve and reform the whole Common School education of the Commonwealth.

The Board have reason to be fully satisfied with the manner in which Messrs. Peirce, Newman, and Tillinghast have discharged their arduous and important duties. They have devoted themselves with indefatigable zeal to the work, and were happily fitted to carry it on in the most eligible course.

The publication of the School Library has been continued, and the volumes deserve high commendation. The great State of New York, with a policy no less wise than generous, has appropriated fifty-five thousand dollars a year, to furnish every school district in that State with a library. The same sum is to be added from local taxes, and this appropriation is to continue for five years.

The suggestions of the Secretary's Annual Report, herewith communicated, are recommended to the serious attention of the members of the Legislature.

JOHN DAVIS,  
GEO. HULL,  
GEO. PUTNAM,  
R. RANTOUL, JR.,  
CHARLES HUDSON,  
WM. G. BATES,  
JOHN W. JAMES.

Boston, Jan. 20, 1841.

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#### FOURTH ANNUAL REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION.

##### *To the Board of Education.*

GENTLEMEN: In this, my Fourth Annual Report, I respectfully submit to you such further information respecting the condition of the schools and the means of Popular Education, in the State, as the labors of another year have enabled me to obtain.

My usual routine of duties has included an extensive correspondence, in relation to the schools, an attendance upon County Common School Conventions, and the preparation of the Annual Abstract of the School Returns. I have also performed, according to the best of my ability, such additional services as the Board has requested, although not enumerated among my legal or official duties.

The County Conventions, with three or four gratifying exceptions,

have not been numerously attended. This result, it is believed, is principally attributable to the fact, that they were held in the months of August, September, and October last, during the prevalence of an unprecedented political excitement. Such limited attendance on the Conventions is a subject of regret, because, on a broad survey of the State, it is already perceptible that the schools have profited most and are doing best, in those towns, whose parents, teachers, and school committees have most regularly attended them. The explanation of this fact is obvious. The discussions and proceedings of the Conventions, elicit and communicate new views and ideas on the subject of education, and inspire the members with a more generous ardor in this noble cause. On returning home, therefore, they enter upon the work of improvement with increased zeal, and turn their knowledge to practical account for the benefit of the schools.

While, however, I have had occasion to regret the limited attendance on the Conventions, it has been a source of great gratification to find, that notwithstanding the height to which the voice of party contest arose outside of the walls where we met, not a whisper, nor a breath of it, was heard within them. Devoting my whole time and strength to the furtherance of this one object, and rigidly abstaining from all public action, respecting the controverted topics of the day, it has afforded me unmingled satisfaction to perceive, that this course of conduct is in unison with the common sentiments of our community; and that, as it were, by tacit and almost unanimous consent, the grand and enduring interests of education are held to belong to all mankind, and not to be restricted to any portion or party of them. It is a cause which enlists its advocates and champions alike, from ranks which, on other subjects, are arrayed in hostile attitudes against each other; and it seems now, at least to a very great extent, to have become an axiom in the public mind, that the diffusion of useful knowledge, the increase of intellectual energy, the habit of impartial investigation, and a higher moral purity and purpose, will assuredly, in the end, promote whatever is right, and diminish whatever is wrong, in the views of all the parties into which our society is unhappily divided. As, from the very nature and constitution of the human mind, and of the world in which it is placed, error and wrong can be permanently serviceable to no one, it becomes the interest, as well as the duty of all, to establish and encourage whatever is true in principle and right in conduct; and, where fundamental differences prevail, as to what is true and right, it should be the object of all to labor unitedly in training up more able, more impartial, and purer minds, which may have the light to discern and the wisdom to adopt higher views, both in theory and practice, than were possessed by their doubting or contending predecessors. Had it not been for the vehemence of contention, out of our Conventions, we should not have tested, so fully, the strength of the principles which have produced harmony within them.

In the Report of last year, I felt warranted in assuring the Board that, in addition to certain visible and palpable improvements, capable of being specifically enumerated, there were causes silently at work, from which results still more desirable would soon be developed. As far as such results can be reduced to figures, and presented in statistical tables, the last abstract abundantly realizes the anticipation.

In 1838, the amount of money raised by taxes for the support of schools, including only the wages of teachers, board, and fuel, was - - - - - \$447,809 96.

In 1839, the amount raised for the same purpose was \$477,221 24.

Here is an increase in the appropriations, amounting, in round numbers, to \$30,000, in a single year. But the *real* increase last year, in the expenditure for teachers' wages, board, and fuel, must have considerably exceeded the apparent. It had been a very prevalent custom, in the State, for districts to abstract a portion of the money raised for wages, board, and fuel, and to appropriate it for schoolhouse repairs, and other incidental expenses. Although, to some extent, this may have been done, during the last year, yet I have reason to believe, that a practice so illegal and reprehensible as this, is now mainly abolished. No stronger evidence of an increasing interest in our schools can be adduced than this substantial advance in the amount of appropriations for their support; nor can any act be more creditable to our citizens than these voluntary levies for the cause of education.

Another point of comparison, not less gratifying, consists in the average length of the schools. For the school year of 1837, their average length was six months and twenty-five days; for that ending May 1st, 1839, it was seven months and four days; and for that ending May 1st, 1840, seven months and ten days,—exhibiting an average increase, in three years, of almost a fortnight, in the length of about three thousand schools; that is, nearly fifteen hundred months, or a hundred and twenty-five years in the whole.

Again; the prospects of that meritorious class of persons engaged in teaching our schools, are decidedly improving. In 1837, the average wages per month, including board, paid to male teachers, was \$25 44. Last year, it was \$33 08, being an increase in three years of \$7 64 per month. In 1837, the average wages, inclusive of board, paid to females, was \$11 38. Last year, it was \$12 75; being an increase, for the same time, of \$1 37 per month. The school year 1839-40, when compared with that of 1838-9, also exhibits a very decided advance, in respect to the wages both of males and females, notwithstanding that the first mentioned was a year when other departments of business were discharging hundreds from employment, and compelling them to seek elsewhere for occupation and subsistence. From the nature of the case, however, we are forbidden to anticipate equal advances, either in regard to the amount of wages, or the length of the schools, in coming years, because a proportional increase every year, would lead to a rate of wages indefinitely high, and to the impossible result of more than twelve months' schooling in a year.

There are other points of improvement, for which the tables in the Abstract furnish no measure or index, but which are not of inferior importance. The visitation of the schools by the school committees was at least twice, if not three times greater, last year, than in any previous year since 1827, when the law creating them was enacted; and these visitations confer upon the schools unnumbered benefits. Visits by parents, also, were very much increased, compared with any former year. In regard to parental visits, however, there has been a great difference between different districts; some schools having received the

full advantages of such visits, while others have been left to plod on their slow and weary way, unanimated by them.

More schoolhouses have been erected within the State, during the last year, than for the ten years preceding 1838; and, generally speaking, they are of a description vastly superior to those formerly built. Boston, Lowell, Charlestown, Roxbury, have erected splendid edifices, at once demonstrating the liberality of their citizens, and foretokening the benefits to be enjoyed by their children. Within the last eight months, the town of Plymouth has erected six new schoolhouses, and repaired three old ones.

These and similar improvements, in the administration of the system, though they may elude statistical tables, cannot have been made without the happiest influences, both intellectual and moral, upon the schools. A pupil may understand the lessons he reads better than before; he may acquire knowledge in such a way that it will stay by him during life, instead of evaporating just as fast as his recitations proceed; he may be stimulated to double his exertions, and thereby to increase both his attainments and his ability; he may be led to act from higher motives, and to look upon all the great duties of life with a clearer vision; and yet there may be no scales, in which all these improvements can be weighed, at the close of the school term. It is, however, the steady accumulation of these elements, during the years of pupilage, which leads to the formation of a lofty character in adult life. When, therefore, we see that favoring influences are at work, we cannot be skeptical as to their results. We do not doubt the influences of one fertilizing shower, or of one day of genial sunshine, upon our grain-fields or our orchards, though we cannot measure the increase of size in a single kernel of the grain, nor apply any subtle test to show how much the fruit has gained in the richness of its flavor.

In regard to the current year, I have reason to believe that the improvement of the schools, in the more appropriate selection of studies, in the thoroughness of the instruction given, and in that exercise of mind that gives strength as well as knowledge, will greatly exceed that of any previous year. The grand truths, that the object of instruction and training is not so much to enable a child to narrate the great things which others have done, as to cultivate the judgment and discretion by which, in similar circumstances, he could do the same things himself; not so much to commit to memory the contents of a book, as to acquire, in some good degree the knowledge and the ability by which the book itself was produced, and from which, if the book were lost, he could reproduce it; that study and recitations are of little consequence, except as they lead to habits of investigation, and of a clear statement of things known; and that external actions are nothing, in comparison with the motives from which they emanate;—these reforming and revolutionizing truths are every day penetrating deeper and deeper into the minds of those who are superintending the education of our youth.

(To be continued.)